

## Closing CT's Achievement Gap at CCIC Member Institutions

### University of Bridgeport

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- In direct cooperation with the Bridgeport School district's superintendent, we are supporting aspiring college-bound students from Bridgeport schools with tuition-free courses that can apply to both their high school credit and university credit. This is the first semester we and we have admitted five students from different Bridgeport public high schools to UB's undergrad program. We have assigned each student to a School of Education faculty member as a mentor, as well as connecting them with our academic resource center for support. We follow up with the students (personally) every other week to make sure that things are going smoothly. So far, the students from Bridgeport are reporting that they are "excited" about the learning experience and "happy to be here."
- We are working with Bridgeport and Waterbury on targeted internships and residency teaching in high needs areas.
- We are supporting Durational Shortage Area (DSAP) placements in our program's accredited areas of mathematics and the sciences (Biology, Chemistry, Physics, Earth Science and General Science).
- In addition to placing interns and residency teachers with Waterbury and Bridgeport, we are also working directly with **the Bridgeport lab school (Roosevelt School) that is located on the UB campus**, we have invited the teachers from the lab school to come take courses with us for free and to team teach (or at least come and do a guest lecture) in our methods courses for our master's-level pre-service teachers. We are also providing PD for them at the lab school one day per week.
- Several professors are doing K-12 classroom teaching in both Waterbury and Bridgeport public schools one day per week in conjunction with district teachers.
- The candidates in our advanced certification program in Remedial Reading and Remedial Language Arts (102 and 097) work directly with Bridgeport students and teachers in an after school tutoring program called, "Reading Links" which is designed to assist students with reading difficulties.
- All our clinical interns are placed in the Waterbury and/or Bridgeport school districts for a period of ten (10) consecutive months, five days per week, for a normal school year. This ten month internship placement is followed by an intensive twelve (12) week residency teaching placement. In both placements, candidates have supervision from a UB supervisor and, in their residency placements, they also work with a TEAM-trained cooperating teacher. In addition to a diversity of placements across all three areas, urban, suburban and rural, this focused urban placement provides candidates with the broad-based experiential background needed for employment in high needs districts.

## **Fairfield University**

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Faculty members and students in the Graduate School of Education and Allied Professions at Fairfield University support over 120 Connecticut schools and human service agencies as consultants, co-researchers, professional development specialists, student teachers, resident counselors, and interns. Although we work with a wide range of towns and cities within the region, our work is concentrated in Bridgeport. We believe that comprehensive sustained partnerships with individual schools - that involve university faculty and students, and school administrators, teachers, students and parents - are the most effective means of affecting educational achievement. Selected initiatives are listed below.

We would welcome questions from the committee members and would be very happy to host committee members who would like to visit any of our project sites.

### **After School Mathematics Programs**

Weekly on-site enrichment and tutoring, Grades 3-6  
Bridgeport, New Haven, Stamford

### **Middle School Academic Mentoring Program**

Weekly on-site enrichment and mentoring in literacy, Grades 5-8  
Cesar Batalla School, Bridgeport

### **Summer Writing Program**

Grant supported literacy camp for low-income middle school and high school students  
Bridgeport, Stamford, Norwalk

### **Dual Enrollment Program**

High School Seniors enrolled in Fairfield University courses, Bassick High School, Bridgeport

### **Internship Program**

Fairfield graduate students with full-time, 10 month, classroom, counseling, and school psychology placements  
46 Interns, concentrated in Bridgeport (23), Monroe, Norwalk, Stamford, Trumbull

### **Parent Education Workshops**

- Bimonthly school-based series, Bridgeport
- Brinkman Foundation grant to support parents of children with special needs, Bridgeport, Fairfield, Stamford

### **Family Support Services**

School referrals to Fairfield's Koslow Center for Marriage and Family Therapy, Bridgeport, Fairfield, Milford, Stamford, Trumbull

### **Teacher Professional Development**

- Connecticut Writing Project-Fairfield: summer program, workshops, and individual coaching in literacy instruction, regional schools
- Bank of America grant to support teacher development in writing across the curriculum, Bassick High School, Bridgeport
- USDE grant to support teacher development in bilingual and special education
- Monthly faculty-led Teacher Learning Community, New Haven

### **School University Partnership Collaborative**

Comprehensive need-based support for schools administrators, teachers, parents, and students in 8 partnership schools serving low-income students, Bridgeport, Stamford, Norwalk

### **University of Hartford**

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**Educational Main Street:** As part of the Center for Learning and Professional Education in the College of Education Nursing and Health Professions, Educational Main Street has adopted a model of research, service, and outreach to integrate its mission to serve the educational needs of the Greater Hartford community and the academic needs of our University students.

EMS strives to keep Greater Hartford's youth in school by engaging them in educational partnerships involving children, parents, public schools, community organizations, local businesses, and the University of Hartford. The key to the program's success is its long-range approach to educational support derived from its partnerships. Not only do Greater Hartford's students benefit from the work of EMS, it also provides our undergraduate University of Hartford students with meaningful service-learning opportunities. Initiatives include:

- 21<sup>st</sup> century after school program at Global Communications provides tutoring, academic enrichment, and recreation for children Monday through Thursday from 4-6pm.
- Tutors in the schools during the school day and after school in Literacy and Numeracy
- College campus visits for 5<sup>th</sup>, and 10<sup>th</sup> graders
- Science Fair on Human Body for all 5<sup>th</sup> grades in nine partner schools.
- Pre K parents reading bags with books and parent/child activities
- Free Book giveaways twice a year of new, age appropriate books with guides for parents
- Parent workshops in the Parents College on understanding the CMT's, Literacy for parents, and college readiness
- Field Trips to CT science museum for 5<sup>th</sup> graders to experience special behind the scenes workshop
- Field Trip to Mystic Aquarium with a behind the scene tour and workshop on careers

### **Other Teacher Preparation Program Initiatives:**

- The Early Childhood Education program has a partnership with Milner (Jumoke), and Wintonbury and is planning to send our students there for student teaching and field work.
- Juniors in Elementary and Elementary /Special Education programs in their field work at Annie Fisher have been oriented and trained by the school Language Arts coach to be able to provide intervention in ELA to students at the school. There will be specific training for students doing field work at Betances School in the spring semester. These experiences serve to give teachers extra support for struggling students in urban areas.
- There is ongoing research being done by our faculty at Betances School to assess the effects of professional development and program implementation on an urban population in a turnaround school that was failing. Initial findings show that the changes in professional development and program implementation are showing positive results and test scores are rising.

#### University of New Haven

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- UNH's teacher candidates are required to have BOTH a suburban and an urban field experience, and so are able to bring strategies learned in one setting to the other.
- In the Fall 12 term, 44% of teaching candidates were placed in an urban setting.
- UNH has partnership with Meriden schools and with the City of New Haven through the Engineering and Science Magnet School.
- We have a powerful mix of educators that come from a rich history of education in the State. Because of this we have the ability to know who to interact with, and how to interact with different school districts in different contexts. I think this definitely is an advantage for our teachers as they move out into the State. Additionally, our faculty has a heritage of providing a "hands-on" learning experience for our students.

#### Quinnipiac University

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Faculty in the School of Education at Quinnipiac University are deeply committed to preparing teachers and school leaders who will serve as agents of social change and educational equity in their schools. One of the most important outcomes of these goals is a reduction or elimination of the

achievement gap among students who attend public schools in the state of Connecticut. Faculty in the School of Education have created, supported, and participated in a wide range of efforts and initiatives over the past decade in support of these goals and outcomes. Below is our School of Education mission statement, followed by a selected list of activities in support of social justice and educational equity.

#### Quinnipiac University School of Education Mission Statement

*To prepare candidates for next generation careers in education and human development by facilitating their personal and intellectual transformation, thereby cultivating a deep sense of agency to affect change within themselves and others toward the goal of a just and equitable society.*

#### Activities and Efforts Aimed at Reducing the CT Achievement Gap

- Established professional development school (PDS) relationships with two public elementary (k-8) schools serving low-income students – Fair Haven School of New Haven Public Schools (an ERG Group I district) and Side By Side Charter School in Norwalk (an ERG Group H district, although the school itself is not part of Norwalk Public Schools);
- Coordinate a dual enrollment program with the New Haven Academy (a public charter school in New Haven) in which HFA juniors and seniors are able to take undergraduate courses at Quinnipiac University (up to one per semester for up to four semesters);
- Require teacher candidates in our 5-Year Master of Arts in Teaching (MAT) Program to complete at least two semesters of field study (clinical experiences) in a low(er) ERG school district;
  - Elementary teacher candidates tutor students in literacy skills at Fair Haven School (New Haven Public Schools, an ERG Group I district);
  - Secondary teacher candidates work with teachers and students at Hamden High School (Hamden Public Schools, an ERG Group D district);
- Require elementary teacher candidates in our 5-Semester MAT Program to tutor students in literacy skills at Nathan Hale Elementary School (Meriden Public Schools, an ERG Group H district);
- Require candidates in our Educational Leadership (EDL) Program to identify and visit schools that have successfully narrowed the achievement gap, and to identify strategies employed by teachers and school leaders to improve learning for all students;
- Require candidates in our EDL Program to audit and evaluate school curricula, to analyze and disaggregate achievement data by student subgroups, and to make recommendations to improve the learning of all students;
- Regularly sponsor and host lectures and workshops that are aligned with our mission (see above) for School of Education students and faculty as well as practicing teachers and school leaders in the community;
- Require that all candidates in the MAT Program take a specific course on diversity and multiculturalism as the first course in their program of study; and
- Support the Quinnipiac Future Teachers Organization (QFTO) in their outreach efforts working with students from various local school districts (particularly lower ERG districts including Hamden, Meriden, New Haven, and Wallingford).

Albertus Magnus College

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- Advanced Alternative Preparation Program, often referred to as AAP, is a non-degree, certification-only graduate level program administered by Albertus Magnus College under the auspices of the Connecticut Department of Education's Alternate Route to Certification Program. Leads to Certification #102 – Remedial Reading/Remedial Language Arts. This program enables Albertus Magnus College to respond to the need to close the achievement gap in the 51 CT school districts served by those who have become certified as reading specialists during the past eight years of the program's existence. Thirty-two of the one hundred four completers to date are employed in priority school districts in CT.
- Under Teacher Quality Grants during the past seven years, directed by Dr. Loel Tronsky, Associate Professor of Education and Psychology, Albertus Magnus College partners with approximately six school districts throughout CT each year. Under these grants, teachers have been coming together each year as communities of learning to acquire knowledge of the lesson study approach to teaching mathematics and devising research based teaching strategies that they take back to their colleagues in their districts' elementary, middle, and high schools.
- The approved program at Albertus Magnus College for undergraduates leads to initial teacher certification at the middle and secondary levels. This program prepares candidates to employ research based strategies for teaching literacy skills related to the content areas they will teach, and before they are recommended for certification, candidates are assessed in the ability to use these strategies. In addition, throughout their program candidates study and practice culturally responsive teaching. They serve a total of 110 hours of field and clinical experiences prior to the student teaching experience, when they reflect on how pedagogical skills are practiced. Each candidate serves in both urban and suburban school districts. Their pre-professional experiences in urban settings have led approximately one-third of the total number of undergraduate completers within the past seven years of the program's existence to choose to teach in urban schools. Surveys of their administrators and supervisors indicate all are teaching effectively and successfully. Informal contacts with the completers, themselves, who teach in urban settings indicate they are happy to be serving this population, and are passionate about their work.
- Master of Science in Education Program is offered in an eight-week mod format to candidates who seek to earn a master's degree while improving skills related to Common Core State Standards. The program takes candidates, all of whom are teachers, through three sequential components. Candidates strengthen their ability to teach students to think and read and write in all content areas, to engage in culturally responsive teaching practices, and to use appropriate and available technology in their instruction. Even before these practices are addressed, M.S. Ed. candidates in the program update their knowledge of how students learn,

re-think their own educational philosophies, learn the basics of distinguishing between good and bad educational research, and practice how to conduct research in their own classrooms. They learn the concepts of effective student assessment and practice the use of assessment in their own classrooms. The final requirement for the M.S.Ed. at Albertus is a capstone research practicum completed with data from candidates' own classrooms.

- Conversation currently is taking place between Albertus Magnus College and three local school districts pertaining to ways in which the College might assist the districts in offering professional development to address the intent of new CT legislation that has replaced CEUs.